

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Introduction*

#### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

#### Class map

Throughout the novel you should create a character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

#### Final Writing Product

Throughout the novel Deza is given challenges due to the historical circumstances of the time. In most instances Deza makes a choice to continue to do well and to strive for something better. Do you think that Deza is a good leader? Using the definition of leadership and the class character profile chart write a 5 paragraph informative/explanatory essay in which you define leadership and the skills/traits that Deza possesses. As you write cite examples from the text to support your conclusion. Utilize definitions, quotes, cause and effect, etc. to from outside sources to support your writing. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

## Preview

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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Read pages 299-303 (Afterword). Use this as an opportunity to gain perspective on the book and the historical time period the story is taking place in. Look at the front cover and the back cover and as a class predict what the book will be about.

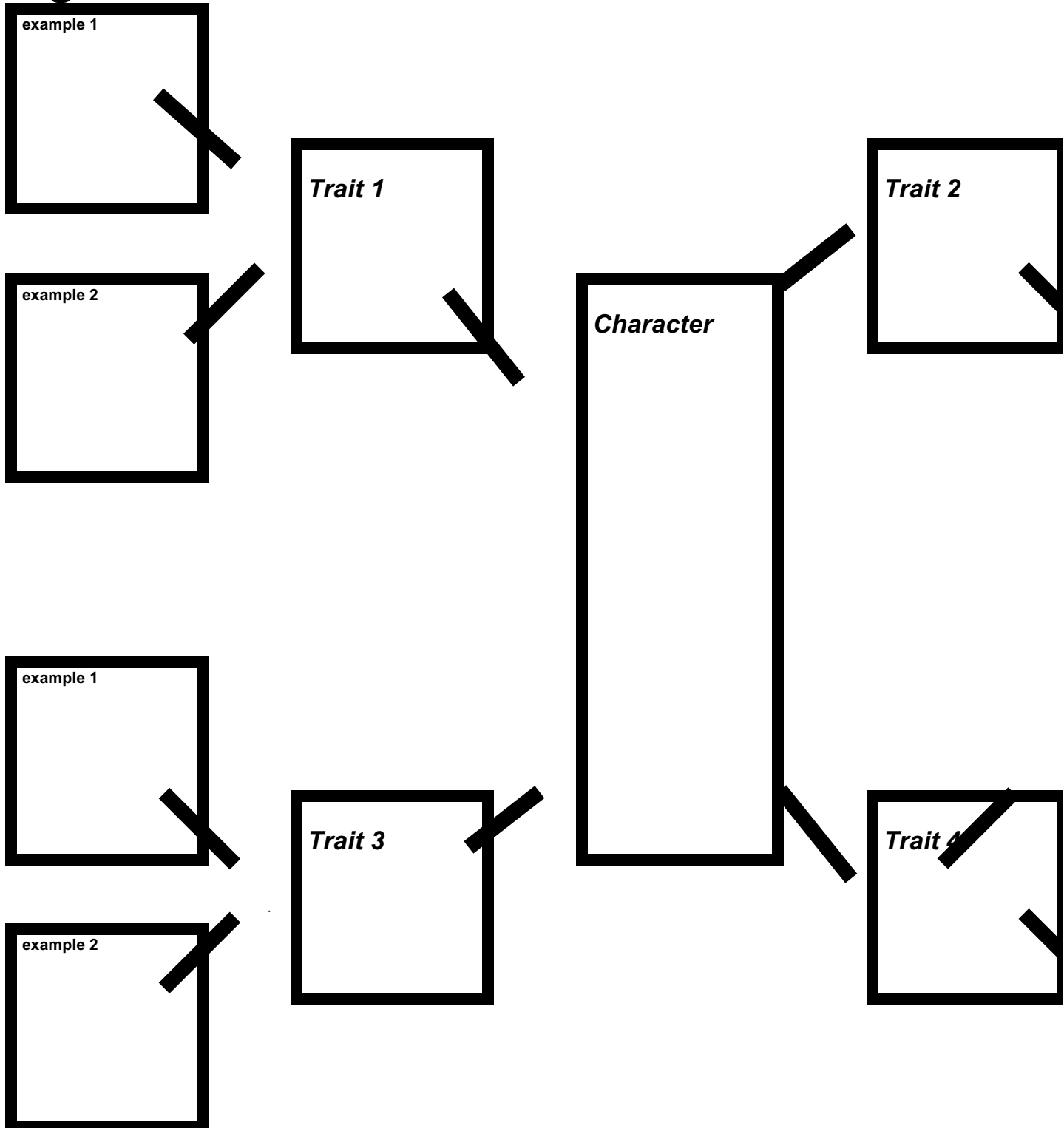
Use the following websites to look up the author.

<http://www.randomhousekids.com/brand/christopher-paul-curtis/videos/>

<https://www.scholastic.com/teachers/authors/christopher-paul-curtis/>

Use the information to complete an author cube. Use can use this cube to write a biographical sketch of the author.

# 4g6 Character Profile Chart



# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 1*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a pet peeve?

A pet peeve is something that annoys or bothers another person a great deal.

### Where is Gary, Indiana?

Gary is a city in Lake County, Indiana. The city is in the southeastern side of the Chicago and is 25 miles from downtown Chicago. It borders Lake Michigan and is best known for its large steel mills. The city was founded in 1906 by the United States Steel Corporation as the home for its new plant. The city was named after the lawyer and founding chairman of U.S. Steel, Elbert H. Gary. Gary's fortunes have risen and fallen with those of the steel industry. The growth of the steel industry brought prosperity to the community.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|             |             |               |           |               |
|-------------|-------------|---------------|-----------|---------------|
| willowy (4) | radiant (4) | patriarch (4) | trait (5) | endearing (7) |
|-------------|-------------|---------------|-----------|---------------|

### READ

**Review** Review the timeline from the beginning everyday.

Have students look at the front cover and read the back. Have a discussion and encourage students to make predictions about what the book will be about.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

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**Read p 3-12**

| Setting                     | Characters                    | Pages |
|-----------------------------|-------------------------------|-------|
| Malone house, Gary, Indiana | Deza, Jimmie, Mother, Father, | 3-12  |

**RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Students might mention:

- Deza is working on an essay on family assigned by her teacher Mrs. Needham.
- Deza finds her father's constant alliteration his most annoying trait and his most endearing is his story telling and her mother's most endearing trait being the glue holding the family together.
- Jimmie's annoying trait is he has a Napoleon complex and his endearing trait is that he loves his sister.
- Deza describes her last birthday; her brother singing happy birthday and opening packages Gary style vs Flint style.
- Jimmie gives Deza a dictionary and thesaurus for her birthday present.
- Deza had trouble with coming up with her own annoying trait.
- When asking her friend Clarice to help her with an annoying trait, Deza was surprised when Clarice quickly had a list of six.
- Deza's most enduring traits according to her brother.
- Deza's pet peeves are people mispronouncing her name and her team not winning the Negro League championship.
- The Malone motto is "We are a family on a journey to a place called Wonderful."

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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**Open Mind Portrait**

Start and open mind portrait for Deza, what does she look like to you? Add three to five thoughts to your OMP.

**Class Character Profile Chart**

Throughout the novel you should create a character profile chart on Deza. As you note her character traits cite examples from the text. This may be ways she displays leadership traits as well as, how she doesn't display the trait in any given text. Pay close attention to her traits as a leader. You will use this chart to assist in writing the final essay.

**Final Writing Product (preview)**

Throughout the novel Deza is given challenges due to the historical circumstances of the time. In most instances Deza makes a choice to continue to do well and to strive for something better. Do you think that Deza is a good leader? Using the definition of leadership and the class character profile chart write a 5-paragraph informative/explanatory essay in which you define leadership and the skills/traits that Deza possesses. As you write cite examples from the text to support your conclusion. Utilize definitions, quotes, cause and effect, etc. to from outside sources to support your writing. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

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### Key Questions

1. What does Deza believe is the best way to begin and end an essay?
2. Describe the relationship between Deza and her brother Jimmie.
3. Why was her last birthday so special to Deza?
4. How do you think the tone and mood of the Malone house is as we first meet them?
5. Contrast Gary and Flint styles of opening envelopes and packages. What hint does that give you about mother and fathers personalities?
6. What are the dreams of Jimmie Malone?
7. When finishing her paper how does Deza describe herself?
8. How does Christopher Paul Curtis introduce us to the characters in The Mighty Miss Malone?
9. What impact did Clarice have on Deza's ability to finish her paper? Explain in detail how she did.
10. The Malone motto is "We are a family on a journey to a place called Wonderful." What is your prediction for the rest of the book?

**Analyze** Analyze the key paragraph.

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### Key Paragraph, p. 12

"My first pet peeve is when people don't pronounce my name right. They'll say Dee-za instead of Dez-uh, just like the first syllable of a desert, like the Sahara, which is geologically an arid, huge part of Africa" (p. 12).

## EXTEND

**Write** Have each student write a short product based on today's prompt to connect to the unit theme.

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Deza shares one of her pet peeves is when people don't pronounce her name correctly. We all have our own pet peeves, Deza's was people mispronouncing her name, some pet peeves are people who don't cover when they sneeze, not saying please or thank you or bad drivers. What is your pet peeve? Why does it bother you so much?

**In two explanatory paragraphs explain what your number one pet peeve is and why it bothers you, develop the topic with relevant facts and use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts**

**Close** Close by extending today's lesson to life and the world.

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# Character Based Literacy Program 60-Minute Lesson Plan

## The Mighty Miss Malone, Day 2



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is “rooster strutting”?

When you strut around, you walk with a proud swagger that has a little arrogance thrown in.

**Word wall** Here are five vocabulary words to teach and add to the Word Wall.

|                   |             |                 |                 |              |
|-------------------|-------------|-----------------|-----------------|--------------|
| cheshire cat (14) | advice (15) | windowsill (15) | humiliated (16) | scowled (17) |
|-------------------|-------------|-----------------|-----------------|--------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

### Read p. 13-21

| Setting      | Characters                                      | Pages |
|--------------|-------------------------------------------------|-------|
| Malone house | Mamma, Papa, Jimmie and Deza                    | 13-19 |
| Park         | Jimmie, Deza, woman in the park, Roslyn, Coleen | 19-21 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Students might mention:

- Chief's and Children's Chow Chat was the Malone's dinner conversation about their day.
- Jimmie tries to get out of doing dishes by producing the thickest and biggest apple pie the family has ever seen.
- Everybody believes that Jimmie stole the pie, Deza volunteers to supervise Jimmie's return of the pie.
- When seeing his friends Jimmie changes his personality to that of a "rooster-strutter."
- Jimmie and Deza give the remains of the pie to a woman with two kids who was homeless and living in the park.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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### Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling as she walks with her brother and meets the pie lady.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

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### Key Questions

1. Chief's and Children's Chow Chat was? Does your family have anything similar?
2. What was Jimmie's plan for after dinner?
3. Deza was upset with Jimmie what had he done?
4. Why did Deza volunteer to take Jimmie back to the house where he "found" the pie?
5. Jimmie and Deza do not return the pie, what did they choose to do with what was left of the pie?
6. How did Deza describe the eating of the pie?

**Analyze** Analyze the key paragraph.

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### Key Paragraph, p. 16

"Then I saw what it was. He'd be humiliated to death if any of his criminal friends saw him being dragged down the street by his father like a five-year old kid. I stood up, took the pie and said,

‘I’ll take him back. We’ll return the woman’s pie. Jimmie, promise them right now you’ll come and won’t give me any lip and will do everything I say’” (p. 16).

## EXTEND

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

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Deza volunteers to take Jimmie to return the woman’s pie to save him humiliation by his friends. How does Deza embody the theme of Leadership Requires Engagement? In two paragraphs explain how Deza is a leader in her family and in her community. Consider the choices she made along the way. How does she make choices that help her brother and those around her?

*Leaders develop and dedicate their talents to promote to common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be in.*

**Write a 2 paragraph explanatory text to examine Deza and her leadership capabilities in her family and in the community. Introduce your topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.**

**Close** Close by extending today’s lesson to life and the world.

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Deza and her brother decide to give the pie away to a family who is poor and living in a park. How can you help others in need in your school, neighborhood or in your community?

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 3*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is an epiphany?

An epiphany is an illuminating discovery, realization, or disclosure. Deza describes it as a light bulb going off in your head. An ah-ha moment.

In today's reading Jimmie steals a pie and his family makes him return it. Deza and Jimmie take the pie back. Dr. Bracy (the baker) takes time to get to know the kids. She refers to Jimmie as Robin Hood robbing from the rich and giving to the poor. She agrees to have Jimmie work on her property to payback what he stole from her.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                  |              |               |              |              |
|------------------|--------------|---------------|--------------|--------------|
| distinctive (22) | propose (23) | epiphany (23) | gesture (24) | sarcasm (24) |
|------------------|--------------|---------------|--------------|--------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Read p. 22-34**

| <b>Setting</b>    | <b>Characters</b>                  | <b>Pages</b> |
|-------------------|------------------------------------|--------------|
| Dr. Bracy's House | Deza, Jimmie, and Dr. Bracy        | 22-28        |
| The Malone Home   | Deza and her parents               | 28           |
| School            | Mrs. Needham, Deza, her classmates | 29-34        |

**RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Student might mention

- Deza and Jimmie meet Dr. Bracy and return the pie.
- Deza enjoys speaking to Dr. Bracy and they share pie and conversation together.
- Dr. Bracy decides to have Jimmie chop wood and clear land to pay her back for stealing.
- Dr. Bracy decides she would like to tutor Jimmie.
- Deza's essay is returned to her and she did not get the best grade in the class. She was crushed.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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**Open Mind Portrait**

Add to your OMP for Deza. What is she thinking and feeling as she talks with Dr. Bracy? As she gets her paper back and it is not the best? And as she shares her goals with Dr. Bracy? Add three to five new thoughts to your OMP.

**Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader and also might want to note instances where she does not act like a leader. You will use this to assist in writing the final essay.

**EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

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**Key Questions**

1. Why did they kid want to give the pie to someone? How did they choose the recipient?
2. In what ways did Jimmie earn money?
3. Do you think Jimmie stole the pie if he left money and a note?
4. What is your impression of Dr. Bracy? Of Mrs. Needham?
5. How does Dr. Bracy decide to punish Jimmie? How does she reward Deza?
6. Deza describes herself as having two brains what does she mean and how do they affect her?
7. How does Clarice's reaction to her grade affect Deza?

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 30**

"I tried to look humble while I waited for Clarice to walk up and get second place. Which is really about as good as first place. Just about. Well, not really, but that is a kind and comforting thing to say to second-place people. Then I remember what Mrs. Needham had said about change. No. I worked extra hard on this essay" (p. 30).

**EXTEND**

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

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Deza is affected by her grade on the essay and she is shocked that she did not get an A. She was thrown a curve ball. As a leader, things don't always go the way we want them to when we want them to.

**Write an informative/explanatory text in which you explain about grit and having a plan for when things go wrong. What is your plan if/when things go wrong? Introduce your topic previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion. Use precise language to explain the topic.**

**Close** Close by extending today's lesson to life and the world.

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What is grit? What is perseverance? Why are these skills extremely valuable life skills? Have a class discussion with your kids. Make a classroom perseverance plan.

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 4*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What does it mean to be rich?

One definition for rich can be having high value or quality. Rich with knowledge, experience, or honesty/integrity (gifts).

In today's reading Mrs. Needleman offers to tutor Deza through the summer. Mrs. Needleman share with her that she has many gifts/talents and that she is very rich.

**Wordwall** Five vocabulary words to teach and add to the Word Wall.

|             |                  |               |             |                  |
|-------------|------------------|---------------|-------------|------------------|
| horrid (35) | mercilessly (36) | ambition (37) | darned (41) | imagination (44) |
|-------------|------------------|---------------|-------------|------------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read p. 35-44

| Setting   | Characters              | Pages |
|-----------|-------------------------|-------|
| Classroom | Deza and Mrs. Needleman | 35-44 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Students might mention:

- Deza is marked down on her paper and she is upset.
- Mrs. Needleman keeps her after school.
- She talks to Deza about her talents and about her gifts and offers to tutor her.
- Mrs. Needleman gives Deza some clothes of her nieces.
- Deza was given a lower grade to teach her a lesson and to follow instructions.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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### Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling when she sees her grade, is asked to stay after school, and after she hears Mrs. Needleman's plan. Add three to five new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

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### Key Questions

1. What is the difference between rich and wealthy?
2. In which ways can you be rich?
3. Mrs. Needleman gave Deza a lower grade to prove a point. What lesson was she trying to teach her? Why?
4. What does the phrase mind your p's and q's refer to?
5. Mrs. Needleman says, "*these are trying times for the whole country.*" What is she referring to? Why does she feel responsible for Deza's education?
6. What does Mrs. Needham mean when she says, "If we lose you, we've lost this country. If we can't get you to your true path, it's the failure of everyone from President Roosevelt right down to me." (p. 38)?
7. What do you think Deza's parents are going to say about the clothes and shoes?

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 40**

“No matter how well a mouse, or a human being, plans for the future, those plans “gang aft a-gley.” In other words, no matter how well you think something through, many times schemes simply will not work out. They will go astray” (p. 40).

**EXTEND**

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

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Being a leader also means being prepared. Having a plan and a plan for your plan, sometimes your plan works out swimmingly and other times it doesn’t. Think of a time that you thought you had thought a plan out and it just didn’t work out. How did you feel and more importantly what you did to recover and move forward.

**Write an informative/explanatory text to share your ideas. Introduce your topic clearly previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use appropriate transitions. Use precise language to inform about the topic.**

**Close** Close by extending today’s lesson to life and the world.

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# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 5*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a sign? How is that different than a symbol?

A sign is a motion or gesture by which a thought is expressed or a command or wish made known.

A symbol is something that stands for or suggests something else by reason of relationship, association, convention, or accidental resemblance; *especially*: a visible sign of something invisible *the lion is a symbol of courage*.

<https://www.merriam-webster.com>

In today's the girls give each other a sign—two girls sharing one heart. This is symbolic of their friendship and the bond they have forged as friends.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|              |                 |              |           |              |
|--------------|-----------------|--------------|-----------|--------------|
| anxious (46) | ridiculous (48) | archaic (50) | moot (50) | imitate (52) |
|--------------|-----------------|--------------|-----------|--------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

Read p. 45-55

| Setting                  | Characters         | Pages |
|--------------------------|--------------------|-------|
| Walking home from school | Clarice and Deza   | 45-47 |
| Home                     | Deza and Jimmie    | 47-53 |
| Home                     | Deza, mama, Jimmie | 53-55 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Students might mention:

- Deza and Clarice walk home together.
- When she gets home, Jimmie tells her not to tell their mother about the clothes.
- He is drawing a picture to eliminate his enemies.
- Deza puts on the dresses and decides to tell their mother the truth.
- She can keep the clothes.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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### Open Mind Portrait

Create an OMP for Jimmie. What do you think he is thinking and feeling as he advises Deza about the clothes, as he plots to give the bully's lockjaw, and when he sees his mother's reaction to the clothes? Add three to five thoughts to the OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

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### Key Questions

1. Why did Mrs. Needham score Deza's paper lower? What point was she trying to get across? How would you have reacted to this if you were Deza?
2. Why didn't Mrs. Needham want Deza to tell Clarice about the clothes?
3. What was Jimmie planning?
4. How could his energy and time be better focused?
5. If you could give him advice what would you tell him?
6. Mother said, "It feels like Christmas in July?" What literary device is the author using?
7. What tone is the author trying to convey in this chapter?
8. Honesty is the only policy, why is it important to always tell the truth?

**Analyze** Analyze the key paragraph.

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**Key Paragraph, p. 55**

Character Education at the Markkula Center for Applied Ethics

[www.scu.edu/character](http://www.scu.edu/character)

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“Help me get these groceries into the kitchen, then we’ll both start working on our thank-you notes to that wonderful woman. As I picked up the welfare food Jimmie said, ‘you lucked up.’

I slapped his head.

‘No, Jimmie Malone, the truth is always the best way’” (p. 55).

## EXTEND

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

As a leader, we are tasked with telling the truth to have people follow us, trust us, and respect us. Think of a time that a leader did not tell the truth. What was worse the lie or the desire to cover it up (think politics)? What are ways that you can save face while being truthful?

**Write and informative/explanatory text to convey your ideas and information. Introduce your topic previewing what is to follow. Develop the topic with relevant facts, definitions and details. Use appropriate transitions and maintain formal style.**

**Close** Close by extending today’s lesson to life and the world.

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 6*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a Quaker?

A Quaker is a member of the Religious Society of Friends, a Christian movement founded by George Fox c. 1650 and devoted to peaceful principles. Central to the Quakers' belief is the doctrine of the "Inner Light," or sense of Christ's direct working in the soul. This has led them to reject both formal ministry and all set forms of worship. As a group, they lead a peaceful humble life with few modern convinces.

In today's reading Deza ponders the man on the side of the Quaker Oats Oatmeal. She is wondering who he is, what he is thinking, and what made him special. This leads to a discussion in the family about how the Quaker's helped free the slaves and how even though they are free their lives are hard.

### What is the Emancipation Proclamation?

On September 22, soon after the Union victory at Antietam, President Abraham Lincoln issued a preliminary Emancipation Proclamation, declaring that as of January 1, 1863, all slaves in the rebellious states "shall be then, thenceforward, and forever free." While the Emancipation Proclamation did not free a single slave, it was an important turning point in the war, transforming the fight to preserve the nation into a battle for human freedom.

<http://www.history.com/topics/american-civil-war/emancipation-proclamation>

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|            |                 |                   |              |                |
|------------|-----------------|-------------------|--------------|----------------|
| brood (57) | reputation (58) | proclamation (58) | obvious (59) | clenching (60) |
|------------|-----------------|-------------------|--------------|----------------|

## READ

**Review** Review the timeline from the beginning everyday.

---

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

| Setting                  | Characters                        | Pages |
|--------------------------|-----------------------------------|-------|
| Malone Home              | Mother, Father, Jimmie, Deza      | 56-61 |
| School                   | Deza, Clarice, friends            | 62-63 |
| Walking home from school | Deza, Clarice, Jimmie, classmates | 63-70 |
| Home                     | Deza and Jimmie                   | 70-72 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Deza is sleeping in her new shoes.
- She decides to wear her old shoes to school on the last day.
- Deza gets breakfast and realizes there are bugs in the oatmeal.
- Her mother knows and has been sifting them out. They can't afford to throw away the food.
- Father and Jimmie try to show her it is OK by eating the oatmeal.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Open Mind Portrait

Add to your OMP of Deza what is she thinking and feeling as she ponders the Quaker? As she finds bugs in the food? As she gets in a fight after school? Add 3-5 new thoughts to your OMP. Add to your OMP for Jimmie. What is he thinking and feeling as he eats bugs? Gets in a fight? And has his sister defend him? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

## Discussion Ask discussion questions of all 9 types.

---

### Key Questions

1. Why didn't Deza want to wear her new shoes to school?
2. Father was sarcastic about the Quaker on the box, why is he sarcastic about the role the Quakers played? Do you think he feels completely free? What is tying him down?
3. What was Deza's reaction when she saw there were bugs in the food? Why was her reaction so different than her parents? Who do you agree with in this situation?
4. How had Deza's reaction changed when she got her report card? What made it different for her?
5. Why was Jimmie getting beat up? What was Deza's reaction to him and the fight?
6. As a leader what could she have done different?
7. Deza feels responsible for scarring Jimmie for life. What does it mean to be scarred for life? Can you ever be unscarred? Explain.

## Analyze Analyze the key paragraph.

---

### Key Paragraph, p. 69

"I loved how I had raised my arm like I was carrying a magical sword and all the little thugs got quiet. They parted for me and Clarice like the Red Sea did for Moses! But most of all I loved knowing that when something was happening to someone I could do more than wring my hands. I could strike back (p. 69)."

## EXTEND

## Write Every student writes a short product from today's prompt to connect to the unit theme.

---

Deza feels empowered to be able to take charge and do something to help. Think of a time that you were empowered to take control of a situation real or imagined. How did it make you feel? **Write an informative/explanatory paragraph in which you convey what happened to you and how you changed in the moment. Introduce your topic, previewing what is to follow. Develop your topic with relevant facts, definitions, and details. Use precise language to better explain about the topic.**

## Close Close by extending today's lesson to life and the world.

---

What is empowerment? What are things that cause people to become empowered? How can being empowered help you as a leader?

### 3g6 Plot Profile Chart

|           |             |   |   |   |   |   |   |   |   |   |    |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|
| 10        |             |   |   |   |   |   |   |   |   |   |    |
| 9         |             |   |   |   |   |   |   |   |   |   |    |
| 8         |             |   |   |   |   |   |   |   |   |   |    |
| 7         |             |   |   |   |   |   |   |   |   |   |    |
| 6         |             |   |   |   |   |   |   |   |   |   |    |
| 5         |             |   |   |   |   |   |   |   |   |   |    |
| 4         |             |   |   |   |   |   |   |   |   |   |    |
| 3         |             |   |   |   |   |   |   |   |   |   |    |
| 2         |             |   |   |   |   |   |   |   |   |   |    |
| 1         |             |   |   |   |   |   |   |   |   |   |    |
| Intensity | Description |   |   |   |   |   |   |   |   |   |    |
|           |             |   |   |   |   |   |   |   |   |   |    |
| Event     |             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 7*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is the history of African American baseball leagues?

Shortly after the Civil War ended, the first public baseball game between all-black teams was played. The Brooklyn Uniques played the Philadelphia Excelsiors, but lost on their home turf, 37-24. Over the next 20 years, more than 200 black teams would be formed around the country.

While some blacks were able to play on traditionally white teams -- especially in the more tolerant North and Midwest - Jim Crow laws and racism prevented them from making significant inroads. All opportunities were lost in 1890 when the National Association of Base Ball(sic) Players rejected blacks from play. The so-called "gentleman's agreement" to bar black teams from the organized leagues for the next 50 years was done to prevent "some division of feeling, whereas, by excluding them no injury could result to anyone."

Undeterred, the South, Midwest and North all saw new black teams in play. They traveled the country, playing other all-black teams and often challenging all-white teams to exhibition games. In 1888, the Cuban Giants defeated the all-white New Yorks four games out of five.

The dawn of the twentieth century brought new growth to black teams across the country. With the Great Migration, many blacks moved from the South to the more industrialized areas in the North. Urban centers saw the rise of teams such as the Philadelphia Giants, the Indianapolis ABCs, the Bacharach Giants of Atlantic City and the Chicago American Giants. Within their ranks were many notable athletes, including "Pop" Lloyd.

"Rube" Foster, the owner of the Chicago American Giants, knew the time was right for a league of their own, and brought together the heads of other Midwestern black teams. Together in 1920 they created the first black league: The Negro National League. Later that year, the South saw the birth of the Negro Southern League. The Eastern Colored League was started in 1923 and by the next year, the National and Eastern leagues faced off in their own World Series. (The Kansas City Monarchs won, beating the Philadelphia Hilldales.)

The leagues brought more than great entertainment to the communities in which they played -- they also were economically successful over the years. Although the Negro National League was forced to dissolve during the Great Depression, a new National League quickly replaced it. Overall, during the flush years of the early twenties and early forties, the leagues were economic all-stars, with the knock-on effect of helping nearby black businesses such as hotels and restaurants.

1946 saw the beginning of the end of the Negro Leagues, when Jackie Robinson was signed by owner/manager Branch Rickey to be the first black player for the Brooklyn Dodgers. Black baseball fans followed their favorite players to the Major Leagues and slowly the Negro League teams disbanded. The last four teams remaining finally broke up the League in 1960.

<http://www.pbs.org/opb/historydetectives/feature/african-american-baseball/>

In today's reading Deza and Clarice go to a baseball game. Two hours prior to the game starting the bleachers are full and people are lining the baseline and fences. They girls comment that they should have worn their Sunday clothes which signifies the importance of the event and how the games for all races are a community event.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                |              |               |               |              |
|----------------|--------------|---------------|---------------|--------------|
| mortified (75) | nervous (76) | radiator (77) | tolerate (79) | context (83) |
|----------------|--------------|---------------|---------------|--------------|

## READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read 73-84

| Setting       | Characters                                | Pages |
|---------------|-------------------------------------------|-------|
| Library       | Clarice and Deza                          | 73-77 |
| Baseball Park | Clarice, Deza, Jimmie, and the other fans | 77-83 |
| Home          | Deza, Jimmie, mother and father           | 83-84 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Clarice and Deza go to the baseball game.
- Everyone is talking about the big fight. They are both sick of hearing about it.
- Jimmie sings the national anthem and everyone is proud of him.
- They have chow chat at dinner and the family is supposed to share about their day.
- Deza wants to know what, "being a credit to your race means".

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Open Mind Portrait

Continue to add to your OMP for Deza. What is she thinking and feeling when she enters the library to find the posters for the boxing match? As she hears her brother sing the national anthem at the baseball game? When she is talking to her parents? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. Why was the town so excited about the baseball game and the fight? Why did Deza support one but not the other?
2. "She sounded like a steam radiator starting up", page 76. What literary device is the author using?
3. What was the tone in the community about the big fight? What were people planning and doing? How is this type of activity helpful for people?
4. What is Chow Chat? What are the benefits of something like Chow Chat? What type or rituals does your family have? Why are they meaningful to you?

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 83

"What does it mean when someone says you are a credit to your race? Mother and father shot each other a glance. Jimmie said, 'It means some white person's grateful that you left them in peace, that you didn't stab'em or shott'em or rob'em.' Mother said, 'Jimmie please, give us the context Deza'" (p. 83).

## EXTEND

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading Deza is asking a question about something the librarian said. Before responding Mother, wisely asks Deza to give context about what was said. Think about the meaning of context, *the interrelated conditions in which something exists or occurs*. Somethings that are taken out of context might be more offensive than they should be and vice versa. As a leader why is it important to know the context of thoughts, ideas, and statements? What can keep perspective help you accomplish?

**Write an informative/explanatory text on the importance of context how, as a leader it is important to know and have, context prior to making decisions and judgments in and out of your family and community. How can context or lack of context make a situation better or worse? Introduce the topic clearly. Develop you're your topic with relevant facts previewing what is to follow. Use appropriate transitions to create cohesions and to clarify relationships between ideas and concepts.**

**Close** Close by extending today's lesson to life and the world.

---

Knowing and creating context is a learned skill. As you go forward and hear, read, or see news/people being quoted it is important to remember the context of their words and phrases. Their words may be innocent but if you are quoted out of context they may be more hurtful than they are intended.

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 8*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What and where is Lake Michigan?

Lake Michigan is the third largest of the Great Lakes (when measured by water surface) and the only Great Lake located entirely in the United States. Its name is derived from the Ojibwa Indian word *mishigami*, meaning large lake.

Lake Michigan's water surface is 22,300 square miles (57,800 square kilometers). It is the second largest of the Great Lakes by volume (1,180 cubic miles / 4,920 cubic km). Only Lake Superior is bigger.

Lake Michigan touches Indiana, Illinois, Michigan and Wisconsin. Approximately 12 million people live along the shores of Lake Michigan, according to the New World Encyclopedia. Major port cities include Chicago, Illinois (population: 2.7 million); Milwaukee, Wisconsin (600,000); Green Bay, Wisconsin (104,000); and Gary, Indiana (80,000).

There are a number of beaches along the coast, and the Great Lakes are sometimes referred to as the "Third Coast" behind the Pacific and Atlantic (the Gulf Coast notwithstanding). Some of the most popular "beach" towns on the Michigan side of the lake include St. Joseph, South Haven, Grand Haven and Holland.

The Mackinac Bridge connects Michigan's Upper and Lower Peninsulas at the straits between Lake Huron and Lake Michigan. On the northern end, Lake Michigan and Lake Huron are connected by the Straits of Mackinac, a 4- to 5-mile-wide (4.6 to 8 kilometers) channel, and technically, these two bodies of water are one lake.

### **Water temperature**

Water temperatures on Lake Michigan make it to the 60s in July and August and can sometimes make it into the 70s when air temperatures have been in the 90s for a number of continuous days. The water of Lake Michigan has an unusual circulatory pattern — it resembles the traffic flow in a suburban cul-de-sac — and moves very slowly. Winds and resulting waves keep Lake Michigan from freezing over, but it has been 90 percent frozen on a number of occasions. Ocean-like swells, especially during the winter, can result in drastic temperature changes along the coast, shoreline erosion and difficult navigation. The lake's average water depth is 279 feet (85 meters) and its maximum depth is 925 feet (282 meters).

### **Life on Lake Michigan**

Marshes, tallgrass prairies, savannas, forests and sand dunes that can reach several hundred feet, all provide excellent habitats for all types of wildlife on Lake Michigan. Trout, salmon, walleye, and smallmouth bass fisheries are prevalent on the lake. The lake is also home to crawfish, freshwater sponges and sea lamprey, a metallic violet species of eel. The lake is also home to a wide range of bird populations, including water birds such as ducks, geese and swans, as well as crows, robins and bald eagles. Predatory birds such as hawks and vultures are also prevalent on the lake, due to the wealth of wildlife to feast upon.

<http://www.livescience.com/32011-lake-michigan.html>

In today's reading Father goes fishing to Lake Michigan. Mother is upset and wants him to go to the river. The fog rolls in quickly and he and his friends all go missing.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                 |             |                 |                 |                  |
|-----------------|-------------|-----------------|-----------------|------------------|
| landlocked (86) | nudged (87) | pretending (91) | terrifying (96) | comfortable (97) |
|-----------------|-------------|-----------------|-----------------|------------------|

## **READ**

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### **Read 85-97**

| <b>Setting</b> | <b>Characters</b>            | <b>Pages</b> |
|----------------|------------------------------|--------------|
| Kitchen        | Mother, father, Deza         | 85-89        |
| Malone Home    | Mother, Deza, Mrs. Henderson | 98-94        |
| Home           | Mother and Deza and Jimmie   | 94-97        |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Deza wakes up suddenly she finds her father in the kitchen getting ready to go fishing.
- Mother is not pleased when she learns they are going to Lake Michigan.
- Father is late coming home.
- Mrs. Henderson comes to see if the men have gotten home or if they had heard from father.
- Mother goes out to look for them and learns there was a fog bank on the lake and they are missing.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Map

Create a map of Lake Michigan and the surrounding areas. Locate Gary, IN and where you think the men would have gone fishing. Add 3-5 facts about Lake Michigan.

### Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling when she learns her father is missing? When she sees the 111 lines on her mother's forehead? When she is asked/told to, "keep yourself together".

### Open Mind Portrait

Create an OMP for mother. What is she thinking and feeling when she learns father is going fishing on the lake? Once she warns him of the dangers? And when she learns he is missing? Add 3-5 thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. Where was father going to go fishing? Why did he want to go to the Lake and not to a smaller fishing spot?
2. What is mother's fear about the Lake? What can happen?
3. Why is it significant that Deza wears her shoes to bed each night?
4. If father was going fishing, what should he have done to prepare and be safe?
5. What types of jobs has he had? Why aren't there many full-time jobs? What is happening historically to make finding work hard?

6. How does Deza know if her mom is worried? Why is it easier to say you're OK than to show it?
7. What does mother do to try to protect Jimmie? Do you think that decision is wise? Why or why not?
8. What are some tangible and intangible ways to "pull yourself together"?
9. "I would have found a more comfortable place if I've known how long it would be before we heard what happened to my father." Page 97. What literary technique is the author using? Why is it effective?

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 95**

"Deza, you know I can't tell you that. We'll have to endure.'  
'Can I sleep with you until Father comes home?' Mother hugged me tighter.  
'You read my mind; I was going to ask you if you would'" (p. 95).

**EXTEND**

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

One quality of being a leader is reaching out to others when you need assistance, asking for help. Deza realizes that she is going to need to have inner strength but in order to maintain that strength she asks her mother for help, in the form of sleeping with her to find strength. Think about the people, places, and things you do to find personal strength to lead. Who and where do you go for help. Why is it important to know when to ask for help?

**Write an informative/explanatory text citing reasons and ways to ask for assistance. Introduce your topic clearly. Develop your topic with relevant details. Use appropriate transitions as you write. Conclude with a sentence that reinforces your topic.**

**Close** Close by extending today's lesson to life and the world.

---

Asking for help is a learned skill. As a class think of a list of unusual ways to ask for assistance. Some examples are below.

Could you please help me out with \_\_\_\_\_?

Would you mind showing me \_\_\_\_\_?

Is there any chance you have time to \_\_\_\_\_?

Could you please explain to me \_\_\_\_\_?

Please can you do me a favour?

Please help me with \_\_\_\_\_ ?

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 9*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What does the phrase “a stitch in time saves nine” mean?

If you fix a small problem right away, it will not become a bigger problem later.

In today’s reading Deza, Jimmie, and mother are still waiting for her father to return. Each day mother goes to work, Jimmie goes to look for father, and Deza waits at home. She is learning how to knit and while ripping out her latest project she learns to take her time. It is at this moment that her mother returns with her dad.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|             |           |                  |             |               |
|-------------|-----------|------------------|-------------|---------------|
| horrid (98) | puny (99) | unraveling (101) | hacky (102) | mocking (107) |
|-------------|-----------|------------------|-------------|---------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

#### Read 98-116

| Setting | Characters                   | Pages   |
|---------|------------------------------|---------|
| Home    | Jimmie, mother, Deza         | 98-101  |
| Home    | Jimmie, mother, Deza, father | 101-104 |

|      |                                          |         |
|------|------------------------------------------|---------|
| Home | Deza and Father                          | 105-109 |
| Home | Deza, father, Dr. Taylor, mother, Jimmie | 109-112 |
| Home | Deza, father, and Jimmie                 | 113-116 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- The family is going through day to day activities mother is working, Jimmie looking for father, and Deza is home;
- Mother comes home with a man. Deza thinks it is a Hobo but it is her father.
- Father tells them that Mr. Henderson died.
- Father is recuperating and Deza is staying with him during the day.
- The family sits down for a meal together, father wants to talk but mother won't let him share about the accident.
- Deza and Jimmie take turns watching father. As she is leaving he tells them the story of what happened on the lake.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Open Mind Portrait

Add to your OMP for Deza. What do you think she is thinking and feeling as she waits for news of her father? As she sees him and doesn't recognize him? As she learns of his ordeal? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. Why was it important for father to come home?
2. Mother describes father's attitude, "And girl, once one of these Malone men gets an idea in his hard head it won't come out." What kind of word or phrase best describes father's attitude?
3. What was the significance of the timing of Chiefs' and Children's' Chow? What made this one different?
4. Father wanted to tell the family about his time being lost. Do you think that is positive for him or for the family? Explain.

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 112**

Character Education at the Markkula Center for Applied Ethics

[www.scu.edu/character](http://www.scu.edu/character)

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“He said that some of the time you get through whatever hurt you and you think you’re all healed up, but there’s still something inside that can come back and kill you. Daddy beat Lake Michigan but now there’s something inside he’s still got to beat” (p. 112).

## EXTEND

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

Daddy is still struggling with the events of being on the lake and losing his friends. He is trying to find his new normal. What do you think he could do to help himself heal not only physically but mentally?

**Write an informative/explanatory text in which you share your ideas and thoughts. Introduce your topic clearly previewing what is to follow. Develop the topic clearly previewing what is to follow. Develop the topic with relevant facts and details. Include individual experiences if helpful. Use precise transitions and language. Establish and maintain formal style.**

**Close** Close by extending today’s lesson to life and the world.

---

Sometimes bad things happen to good people. There are things you can do to help them through it. As a class think of ways to lend practical help when people are emotionally spent.

Go to When Tragedy Strikes and overview the 5 Emotional First Aid Skills

[http://www.whentragedystrikes.org/5\\_efa\\_skills.htm](http://www.whentragedystrikes.org/5_efa_skills.htm)

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 10*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

**What does the phrase, the whole is stronger than the sum of its parts by Aristotle refer too?**

It means that there is such a connection among the individual items that it is better than what each one would be individually. This is known as synergy. The interaction of elements that when combined produce a total effect that is greater than the sum of the individual elements, contributions, etc.; synergism.

In today's reading Father is going to leave the family to go and look for work in Flint, MI. due to the depression. Mother is frightened and angry and she says, we are at our strongest when we are all together knowing that they can rely on each other and help each other.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                 |             |                |                |                    |
|-----------------|-------------|----------------|----------------|--------------------|
| bandwagon (118) | faith (120) | pathetic (129) | precious (129) | inconsolable (131) |
|-----------------|-------------|----------------|----------------|--------------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

## Read 117-134

| Setting     | Characters                                     | Pages   |
|-------------|------------------------------------------------|---------|
| Kitchen     | Mother, Father, Jimmie, Deza                   | 117-122 |
| Barbershop  | Mother, father, Jimmie, Deza, Clarise, friends | 122-123 |
| Way home    | Mother, father, Jimmie, Deza, Clarise          | 123-124 |
| Malone Home | Mother and father                              | 125-130 |
| Malone Home | Father, Jimmie, Deza                           | 130-134 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Father seemed to be more positive and was talking to the kids and acting like he used to.
- Father tried to convince Deza that the fight between Joe Louis and the Nazi was going to be positive for the black community.
- Joe Louis lost the fight and their friends and neighbors were devastated.
- Father and mother were fighting and Deza realized that her dad wanted to leave to go find work.
- Mother wanted to keep the family together.
- Roscoe knew he couldn't provide for his family.
- Jimmie tried to get his father to stay.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Open Mind Portrait

Add to your OMP. What is Deza thinking and feeling as her father starts to use alliteration again? As Joe Louis loses the fight? When she learns her father is leaving? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. What changes had occurred in father?
2. Father says that he and Deza look at the world differently than others, how is their viewpoint different? Explain.
3. There is much importance placed on the fight. Why is it significant? Do you think the neighborhoods reaction is warranted?
4. How is the depression affecting the family? What is Father's solution? Do you think it will help?

5. What does mother want? Why does she think they are better together?
6. Who do you agree with? Why?

**Analyze** Analyze the key paragraph.

---

**Key Paragraph, p. 127**

“What if your word is not enough? What if this depression goes on for so long that you can’t find work even in Flint? What good is your word then? Roscoe, we are our strongest when we are together, when we are a family” (p. 127)

**EXTEND**

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

The definition for leaders is to “*develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.*” Father is planning on leaving the family to find work. He knows that having one less mouth to feed will help the family and he hopes to find work and send money home (common good of the family). Mother claims that they are stronger together (common good of the family). Who do you think is right? Do you think that father is being a leader? Do you think there are other options rather than him leaving the family unit to find a good solution for everyone?

**Write an informative/explanatory letter to father. Share additional options or suggestions that you have that support the common good of the community (family) without having him leave. Explain how having him there is positive for the kids and for his wife. Introduce your topic clearly. Develop your text with additional details and facts. Conclude with a statement which supports your topic.**

**Close** Close by extending today’s lesson to life and the world.

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# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 11*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is the Dewey Decimal system?

The Dewey Decimal Classification System is the most widely used method for classifying books in the library. This system is a general knowledge organization tool that is continuously revised to keep pace with knowledge. It is named after Melvil Dewey, an American Librarian who developed it in 1876.

<https://www.youtube.com/watch?v=NHUQb5xg7A>

In today's reading Deza goes to the library looking for stability and organization. She wishes her life was like the Dewey Decimal System which brings order to chaos.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                     |                  |                      |                |                |
|---------------------|------------------|----------------------|----------------|----------------|
| superstitious (135) | disturbing (135) | recommendation (137) | generous (142) | gorgeous (146) |
|---------------------|------------------|----------------------|----------------|----------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

## Read 135-147

| Setting | Characters       | Pages   |
|---------|------------------|---------|
| Home    | Mother and Deza  | 135-137 |
| Home    | Deza and Clarice | 137-139 |
| Home    | Deza and mother  | 139-141 |
| Home    | Deza and Jimmie  | 141-147 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Deza, mother, and Jimmie are going to go and look for father.
- Deza is trying to find order in her chaotic life.
- She has stopped going to the library and is instead staying in bed missing her dad.
- Clarice comes over and tells her she looks awful and that she needs to be at the library.
- Mother gets a recommendation letter from Mrs. Carsdale. Deza is suspect of her. She reads the letter.
- Deza and Jimmie decide to rewrite a better letter for their mother.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Open Mind Portrait

Add to your OMP for Deza. What do you think she is thinking and feeling as she is trying to mourn the loss of her dad leaving? As she is trying to find order? When she reads the letter her mom received? As she re-wrote the letter? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. How is Deza trying to find order? What devices does the author use to help the reader?
2. How does the author's use of tone and mood make you feel when Deza describes the superstitions hitting her family, bad things come in threes? Describe?
3. Mother makes Deza promise she will get up in the morning and study. What is Deza doing with her day? Why?

4. Mother needs a good recommendation letter. Think about things and places you recommend. What are things you would highlight in a recommendation?
5. Why is Deza suspect of Mrs. Carsdale's letter? Do you think she is being fair? Explain.
6. Deza realizes they need to leave Gary, IN. how does she feel about this transition? Do you think the family has other options?

**Analyze** Analyze the key paragraph.

---

Key Paragraph, p. 138

"The next day as soon as they left I got in bed again. There was a loud knock at the front door. It was Clarice.

'Deza! You look terrible.' Only somebody you share a heart with could say that and not get you upset. I gave her the tragic news about how we were going to have to move to Flint" (p. 138).

### **EXTEND**

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading Deza has been hiding from her family and trying to hide from their situation. She is trying to escape. Do you think that is a productive way for her to behave? She says she hasn't read a book in 4 days and she feels like she is starving.

**Pretend you are Deza's mother and you know she needs to be up and about studying and being "Deza". Write an explanatory letter to Deza and give her tips and suggestions of things she can be doing right now to help the family and to contribute. Draw on her need for leadership and strength as you write. Introduce the topic clearly previewing what is to follow. Develop the topic with relevant facts, definitions, and details. Use appropriate transitions to create cohesion in your writing.**

**Close** Close by extending today's lesson to life and the world.

---

Think about the recommendation that Mother needs. How does having a positive or a negative recommendation affect you? What are ways you can continue to get strong recommendations?

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 12*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### How do you say, good-bye?

In today's reading mother decides the family needs to leave and good find father in Flint. They are allowed to go and say, "good-bye" to their friends. When Deza gets to Clarice's house she doesn't know what to say or what to write so Jimmie draws a picture for her. There is an art of saying goodbye. The following highlights several steps and suggestions.

#### 1. Don't rush your goodbyes.

Yep, it's tempting to get them over with, like ripping off a bandaid. Don't. Give yourself time to give a final farewell to the people and places that matter most to you. We've found it necessary to start the goodbye process about a full month before leaving.

#### 2. See goodbyes as both a one-time thing and a continual process.

You'll officially say goodbye to someone once. But you'll continually say goodbye to them emotionally and mentally as well—sure, they'll stay in your life, but it'll be different, and you'll experience those differences off and on throughout your New Thing.

#### 3. Use objects as special memory bonds.

You know I'm not a fan of clutter, nor of associating relationships with things (you can still love Aunt Petunia and give away that tchotchke she gave you). But sometimes an ebenezzer is helpful—a small item that symbolizes an important moment in your life. A rock, a photo, a piece of art, whatever... so long as you don't overdo it, these things are significant, and they matter. They're a tangible way to allow that special phase in life to stay with you.

#### 4. Choose a proper setting for your goodbyes.

If you're really going to miss your closest friend, don't wait to say bye to her at a busy going-away party. Save that special farewell for a one-on-one coffee date.

**5. Pinpoint what, exactly, you'll miss.**

This one can take you by surprise—sometimes it's not the sweet potato fries at that restaurant, it's really the tradition of a monthly happy hour sharing drinks and those fries with your group of friends. Or maybe it's not so much the neighborhood you'll miss, it's the convenience of living near grandparents. Being specific helps you know what, exactly, you're saying goodbye to

**6. Don't be embarrassed that you're sad. But don't let yourself stay there forever.**

Allow yourself to be sad. We tell our kids this one all the time—don't feel weird that you're sad to say goodbye to your bedroom, even though it's essentially four walls and a door. It's totally legit, and to brush it off as needless will only cause more pain down the road. So give yourself permission to be sad. But then give yourself permission to eventually no longer be sad. Remind yourself of the better things ahead, of the goodness your New Thing allows. Do what you need to do to get over it, in the best of ways.

**7. Don't forget to say goodbye to places and things, too.**

Saying goodbye to people is obvious. But it's important to say goodbye to favorite parks, restaurants, streets, and stores as well. It's even okay to need to say goodbye to the ridiculous, like a particular street sign you've always admired, or a coffee drink at your favorite cafe. In our nomadic modern world, we all will have some versions of goodbye in our life—as I mentioned in *At Home in the World*, 6 out of 10 adults move to a new community at least once in their lives. It's best to embrace goodbyes for both good and bad, to dive deep in to them, and accept them as part of being human. Let them serve as goodness in your life, so you can walk out on the other side more mature, whole, and loving. Saying goodbye well helps us fully say hello to the New Thing.

<http://theartofsimple.net/how-to-say-goodbye/>

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                 |                |                |              |                 |
|-----------------|----------------|----------------|--------------|-----------------|
| mortified (149) | wardrobe (149) | speckled (152) | nature (153) | translate (153) |
|-----------------|----------------|----------------|--------------|-----------------|

## READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Read 148-155**

| Setting                      | Characters                    | Pages   |
|------------------------------|-------------------------------|---------|
| Home                         | Mother and Deza               | 148-151 |
| Neighborhood/Clarice's House | Jimme, Deza, and Mrs. Johnson | 151-155 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Deza and Mother start packing their house up for the move.
- Deza is surprised that they rent everything and own very little.
- Mother encourages the children and she reminds Deza of the strength she has.
- The kids are allowed to go and say good-bye to their friends.
- Deza is too upset to leave a note for Clarice so Jimmie draws a picture.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### **Open Mind Portrait**

Add to your OMP for any of the characters. What are they thinking and feeling as they prepare for their move? Say goodbye? And pack to leave. Add 3-5 new thoughts to your OMP.

### **Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## **EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

---

### **Key Questions**

1. What does the chapter title refer to? Explain.
2. How does Deza react when she learns the furnishings in the house aren't theirs?
3. How does she feel when she learns they are leaving the wardrobe with their measurements?
4. Does your family have anything that signifies growth? Explain.
5. Mother reminds Deza that she has the blood of the Malones and the Sutphens (her family) in her veins, what is she referring too? How does this help her find her strength?
6. What does Deza want her goodbye letter to contain? Why is this hard for her? Have you ever had to say goodbye when you knew you wouldn't be saying hello again anytime soon?
7. What is the symbolism in Jimmie's drawing to Clarice?

**Analyze** Analyze the key paragraph.

---

### **Key Paragraph, p. 155**

"Deza STEERS should have been spelled Deza's Tears.' Jimmie said, it is that corny hand signal you and Clarice give each other about having one heart. And those are two holes where it used to be before it was broken in two. What could I do? I hugged my big brother and choked out, 'Thank you so much. Jimmie, this is perfect' (p. 155)

## EXTEND

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

Throughout the novel Jimmie has been portrayed as not very smart, fairly lazy, and not a great decision maker. However, he is talented and caring. Do you think that he is a leader or could be one without proper schooling? Explain.

**Write an informative or explanatory text in which you describe the traits of a good leader. Introduce your topic. Support it with relevant details, quotes, and other informative examples. Use appropriate transitions to create cohesion. Conclude with a sentence that supports your topic.**

**Close** Close by extending today's lesson to life and the world.

---

Leaders can have many skill sets. Encourage your students to choose a leader or historical figure and identify 3-4 traits that made them great.

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 13*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What are the Burma Shave signs/advertisements?

Burma shave was a brand of brushless shaving cream that was sold from 1925 to 1966. The company was notable for its innovative advertising campaign, which included rhymes posted all along the nation's roadways. Typically, six signs were erected, with each of the first five containing a line of verse, and the sixth displaying the brand name. Burma-Shave was the second brushless shaving cream to be manufactured and the first one to become a success.

The product was sold by Clinton Odell and his sons Leonard and Allan, who formed the Burma-Vita Company, named for a liniment that was the company's first product. The Odells were not making money on Burma-Vita, and wanted to sell a product that people would use daily. A wholesale drug company in Minneapolis, Minnesota, where the company was located, told Clinton Odell about Lloyd's Euxesis, a British product that was the first brushless shaving cream made, but which was of poor quality. Clinton Odell hired a chemist named Carl Noren to produce a quality shaving cream and after 43 attempts, Burma-Shave was born.

<http://fiftiesweb.com/pop/burma-shave-1/>

<http://www.legendsofamerica.com/66-burmashave.html>

In today's reading Deza, Jimmie, and their mother are told they have to leave 3 days before their lease was up. They have no way to get to Flint so Jimmie asks a friend to

help them. Marvin is a numbers man and mother is angry. However, he has a car and will drive them to Flint. While on their way they pass the Burma Shave signs.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|               |               |                 |                 |                    |
|---------------|---------------|-----------------|-----------------|--------------------|
| shyster (157) | tenants (157) | interfere (158) | character (161) | acquaintance (163) |
|---------------|---------------|-----------------|-----------------|--------------------|

## READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read 156-168

| Setting           | Characters                     | Pages   |
|-------------------|--------------------------------|---------|
| House in Gary, IN | Deza, mother, Jimmie, landlord | 156-157 |
| House in Gary, IN | Deza                           | 158-159 |
| House in Gary, IN | Deza, landlord, new family     | 160-161 |
| House in Gary, IN | Deza and mother                | 161-162 |
| House in Gary     | Deza, mother, Jimmie, Marvin   | 162-164 |
| Buick             | Deza, mother, Jimmie, Marvin   | 164-168 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Student might mention:

- Deza wakes up to banging on the door. The landlord is kicking them out of the house 3 days early.
- Mother and Jimmie leave to find a place to stay or a ride.
- A new family arrives to move into the home.
- Mother returns and can't get a ride from Mr. Rhymese.
- Jimmie returns with Marvin "a numbers man" who is willing to drive them to Flint and help them with a place to stay for \$5.00.
- Deza is amazed at the inside of the car. Mother is frustrated that Jimmie is associating with bad people.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

### Open mind portrait

Add to you OMP for Deza. What is she thinking and feeling as she is trying to decide what papers to take? As she meets the new family? And when she is in the Buick? Add 3-5 new thoughts to your OMP.

### Map

Create a map for the family going from Gary, IN to Chicago. Track where the family goes today. How far are they from Flint?

## Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. What does the landlord do to the family?
2. What are mother's rights as a tenant? What is the landlord's response?
3. Can mother fight it? Who is right in this situation?
4. What is Deza's challenge as she continues to pack?
5. Deza sits with Rosario and they talk about their brothers? What are their similarities and their differences?
6. Mother is angry at Jimmie, what are her concerns?
7. How does Jimmie know Marvin? Can you be friends with someone who is considered a criminal and not be considered one too? Explain.

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 162-163

"Since we are not sure what our address in Flint will be, any mail we get in Gary will go to Flint. We'll have to go to the post office there and pick it up. That made this whole moving-to-Flint-story seem a lot realer. And a lot sadder" (p. 162-163).

## EXTEND

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading they are evicted from their home and have to find a way to get to Flint, MI. Deza is speaking with her mom and reality sets in. She has two choices to be sad or to make the best of her situation. Leaders make hard choices. They have to decide to do and be better when situations are hard.

**Write an informative/explanatory text in which you share a time in your life that you made a difficult choice. What steps did you take to make a bad situation better or difference? Introduce your topic previewing what is to follow. Develop the topic with relevant details quotations and information. Use appropriate transitions to create cohesion. Use precise language. Establish and maintain formal style.**

**Close** Close by extending today's lesson to life and the world.

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 14*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What does it mean to ride the rails?

Many people forced off the farm heard about work hundreds of miles away ... or even half a continent away. Often the only way they could get there was by hopping on freight trains, illegally. More than two million men and perhaps 8,000 women became hoboes. At least 6,500 hoboes were killed in one year either in accidents or by railroad "bulls," brutal guards hired by the railroads to make sure the trains carried only paying customers. Finding food was a constant problem. Hoboes often begged for food at a local farmhouse. If the farmer was generous, the hobo would mark the lane so that later hoboes would know this was a good place to beg. Millie Opitz remembers hoboes coming to her neighborhood.

The list of people who rode the rails includes many later became famous –

- Novelist Louis L'Amour
- TV host Art Linkletter
- Oil billionaire H. L. Hunt
- Journalist Eric Sevareid
- Supreme Court Justice William O. Douglas

All, at one time, had been hoboes, looking for work.

Riding the rails was dangerous. The bulls were hired to keep hoboes off trains, so you couldn't just go to a railroad yard and climb on. Most hoboes would hide along the tracks outside the yard. They'd run along the train as it gained speed, grab hold and jump into open boxcars. Sometimes, they missed. Many lost their legs or their lives. As the train was reaching its destination, the hoboes had to jump off before a new set of bulls to arrest them or beat them  
up. [http://www.livinghistoryfarm.org/farminginthe30s/water\\_07.html](http://www.livinghistoryfarm.org/farminginthe30s/water_07.html)

In today's reading mother, Jimmie, and Deza arrive in Chicago. They are staying with a friend of Marvin's. Jimmie and mama argue. They start speaking to someone else who is sharing the house and she advises them to leave as quickly as possible. She tells them if they can't hitch a ride to ride the rails.

**Wordwall** Five vocabulary words to teach and add to the Word Wall.

|                  |                 |                 |                 |               |
|------------------|-----------------|-----------------|-----------------|---------------|
| strikingly (169) | exquisite (170) | atomizers (170) | apologize (176) | schemes (178) |
|------------------|-----------------|-----------------|-----------------|---------------|

## READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read 169-183

| Setting               | Characters                               | Pages   |
|-----------------------|------------------------------------------|---------|
| Marvin's friends home | Marvin, woman, Jimmie, mother, Deza      | 169     |
| Room for rent         | Deza and mother                          | 170-171 |
| Room for rent         | Deza, mother, and Jimmie                 | 172-173 |
| Backyard              | Deza, Jimmie, Mrs. Carter and Ephany     | 173-176 |
| Room for rent         | Deza, Jimmie, Mrs. Carter, mother        | 176-178 |
| Boxcar                | Mother, Deza, Jimmie, Mrs. Carter, Eppie | 179-183 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Mother and the kids get to the home of Marvin's friend.
- Mother is angry at Jimmie for bringing them there and thinks he is a criminal.
- Jimmie is desperate and just is trying to help.
- The kids meet Mrs. Carter who advises them to leave the house quickly and take the train to Flint.
- They start on their boxcar journey.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

### Map

Add to the map you started yesterday. Today add Chicago and Flint.

**Character Education at the Markkula Center for Applied Ethics**

[www.scu.edu/character](http://www.scu.edu/character)

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### **Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## **EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

---

### **Key Questions**

1. What does Deza really see when she sees herself in the mirror?
2. Why is mother angry at Jimmie? Should she be grateful?
3. In what ways is she trying to protect him?
4. Would you consider Jimmie a teen of good character? What is he trying to do?
5. Why does Mrs. Carter want to leave? What are her options? Why does she decide to help the family?
6. Mrs. Carter gives mother advice on how to live and things to say/not say when they are traveling, what are the reasons for her distrust? Are they valid? Do you think she is sharing good information? Explain.
7. What can they get at the Shantytown? Why?

**Analyze** Analyze the key paragraph.

---

### **Key Paragraph, p. 175**

“Jimmie said,  
‘What do you always tell me, Deza? The truth is the best way. We just gotta ask her what other choice we have if we’re gonna get to Flint and to Pa’” (p. 175).

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

Jimmie and Deza know they need to convince their mother to leave by rail. Jimmie decides that the truth is the best way for them to do what they need to do. How has Jimmie evolved or changed? What brought this on for him? How is he slowly becoming a leader?

**Write an explanatory/informative text on Jimmie’s transformation. What changes are occurring in him to make him more of a leader to mother and Deza. Think back in the reading for examples. Introduce your topic. Previewing what is to follow. Give details to support your topic. Use transitions to support cohesion in your writing. Conclude with a statement which supports you introduction.**

**Close** Close by extending today’s lesson to life and the world.

---

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 15*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a Shanty Town?

The Shanty Towns, known as Hoovervilles, sprang up across the nation during the Great Depression (1929 - 1941). They were built by unemployed impoverished Americans that had been made homeless and had nowhere else to live. By 1932, between one and two million American people were homeless. The Hoovervilles varied in size from just a few shacks clustered together to communities of over 1000 rickety shacks covering acres of unused or public lands. The makeshift shacks were constructed from unwanted materials and lacked basic amenities such as adequate sanitation and clean drinking water. All the Hoovervilles were 'eradicated' at the end of the Great Depression in 1941.

In today's reading the family needs to find a place to stay once they arrive in Flint. They find the closest Shanty Town and a place to stay for a while.

Reference is made to American Folk Music in today's reading Shenandoah

<https://www.youtube.com/watch?v=5Dd2iBZDdNw>

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                   |               |                  |               |                   |
|-------------------|---------------|------------------|---------------|-------------------|
| imagination (187) | obvious (188) | reputation (188) | latrine (190) | percolating (193) |
|-------------------|---------------|------------------|---------------|-------------------|

### READ

**Review** Review the timeline from the beginning everyday.

---

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Read 87-204**

| Setting             | Characters                         | Pages   |
|---------------------|------------------------------------|---------|
| Camp                | Deza, Mother, Jimmie, Stew         | 187-191 |
| Camp                | Deza, camp neighbors, Jimmie, Stew | 191-197 |
| Camp                | Deza and mother                    | 197-198 |
| School              | Deza, classmates, mother           | 198-201 |
| School/camp/Library | Deza, mother, campers              | 201-204 |

**RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- The family gets to camp and choses a tent.
- Mother leaves for work and Jimmie introduces Deza to their neighbors.
- Stew takes Deza under her wing and takes her around camp. She offers to share her Reader's Digest with her.
- Mother finds work.
- Deza starts school.
- Jimmie is also working and contributing to the camp and the family.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

**Map**

Add locations from today's reading to the map you created.

**Open Mind Portrait**

Add to your OMP for Deza. What is she thinking and feeling as she befriends Stew? Starts schools again? And is able to return to the library? Add 3-5 new thoughts to your OMP.

**Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

**EXPLORE**

## Discussion Ask discussion questions of all 9 types.

---

### Key Questions

1. What is a place called Wonderful? When will the family know that they have found it?
2. Why is Jimmie surprised at the story mother is telling Stew?
3. Does this change how you view mother? Explain.
4. What are the camp rules? Why are they needed? How do rules affect for the good or the bad of a population?
5. What is the girl's description of school? Why are they happy Deza is there?
6. How did Deza do on her assignments? How did the math teachers attitude affect you as a reader?
7. Deza meets two boys in camp? How are they different? What are they looking for? Describe them?

## Analyze Analyze the key paragraph.

---

Key Paragraph p. 194

"Everyone who has been on the road for a while comments on how clean this camp is, and it's not by accident. We work hard at keeping it that way. We may be poor but that isn't any excuse to live poorly. Cleanliness costs next to nothing" (p. 194).

## EXTEND

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading Stew shows Deza the camp and explains the camp rules. She states that we may be poor but that isn't any excuse to live poorly. What do you think she means by that statement?

**Write a one paragraph text in which you explain her statement and its meaning to you. Add two to three examples of how you can live with kindness and respect regardless of your income. Introduce your topic clearly previewing what is to follow. Organize your ideas and information using a variety of strategies. Develop your topic using relevant facts, definitions, and quotations. Use appropriate transitions to create cohesion. Conclude with a sentence that supports your topic.**

**Close** Close by extending today's lesson to life and the world.

---

Living one's life with respect is hard to do research a law or rule. How is that law used to create peace for most people? Is it relevant?

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 16*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is American roots music?

The term "American roots music" may not be a familiar one, and requires some explanation. At the beginning of the 20th Century, the term "folk music" was used by scholars to describe music made by whites of European ancestry, often in the relatively isolated rural South. As the century progressed, the definition of folk music expanded to include the song styles - particularly the blues - of Southern blacks as well. In general, folk music was viewed as a window into the cultural life of these groups. Folk songs communicated the hopes, sorrows and convictions of ordinary people's everyday lives. Increasingly, music made by other groups of Americans such as Native Americans, Mexican-Americans, and Cajuns came under the umbrella of "folk music." It was sung in churches, on front porches, in the fields and other workplaces, while rocking children to sleep, and at parties. The melodies and words were passed down from parent to child, though songs - and their meanings - often changed to reflect changing times.

In the 1960s, awareness of folk songs and musicians grew, and popular musicians began to draw on folk music as an artistic source as never before. "Folk music" then became a form of popular music itself, popularized by singer/songwriters such as Bob Dylan, who helped pioneer the intimate, often acoustic performing style that echoed that of community-based folk musicians. Music writers, scholars and fans began to look for new ways to describe the diverse array of musical styles still being sung and played in communities across America, though most often not heard on radios. The term "roots

music" is now used to refer to this broad range of musical genres, which include blues, gospel, traditional country, zydeco, tejano, and native American pow-wow.

### **What can roots music teach us about cultural identity in the U.S.?**

Songs are an important cultural form through which people assert and preserve their own histories in the face of changing social conditions. Spirituals sung by African-American slaves; protest songs sung by 1960s youth; Texas-Mexicans singing the *corrido*; and "union songs" sung by labor organizers all suggest how music has been both an intrinsic response to historical and cultural conflict and an expressive vehicle that encouraged collective action. As ethnomusicologist Manuel Pena notes, "the *corrido* functioned as a powerful symbolic response by the Texas-Mexicans to their oppression under the new system installed by the Anglos throughout the Southwest." Contemporary singer-songwriters from many different ethnic backgrounds continue to use music as a way to call attention to injustice. Roots music has long been a vehicle for offering the disenfranchised a voice.

American roots music draws on the lived experience of ordinary men and women, who were and often still are defined and limited by cultural constructions of race, class and gender. Just as music reflects how Americans have struggled against oppressive social and economic conditions, music is also a means of celebrating and giving dignity to identity.

Music performance was often a place whites and blacks could come together and transcend the social limits imposed by segregation. Historian Pete Daniel of the Smithsonian Institution points out that travelling black and white musicians often came into contact and influenced each others' musical repertoires and playing styles. However, particularly in the South, racial segregation continued to keep musicians and audiences apart according to an entrenched racial logic. With the advent of radio, a broad range of Americans were exposed to a diversity of musical styles, as there was no way to "segregate" the airwaves. Responses to racism and racial segregation were reflected in American roots music.

Among all of America's diverse peoples, there has long been reciprocal connections between religion, song, and the reproduction of "community." In the South, religious music of the 18th and 19th centuries influenced the separate but related development of African American and Anglo sacred music. All night "sings" were events that drew members of a community together to hear Spiritual music in the South; black male members of Gospel quartets formed bonds of reciprocity that continued throughout their life cycles. As Bernice Johnson Reagon notes, "the quartet provided one more community-based structure where people could gather and create out of their own experience." Within black and white traditions, religious music often was a source for the shaping and performance of secular songs. As historian Bill Malone has pointed out, "Country music has been subject to no greater influence than Southern religious life, evolving in a society where religion was pervasive." Both black and white Southerners generally received their musical education in a milieu that stressed religious music. Songs such as "Amazing Grace" and "Farther Along" were common to both groups.

Particularly in the first half of the 20th century, poor rural whites were "objectified" by scholars and collectors as embodying a pure, authentic American culture linked to "Anglo," northern European sources. While African American folk song collections had been published as early as 1867, the notion of African Americans as authors of part of America's folk heritage did not gain widespread acceptance until later. Due, in part, to the efforts of John Lomax, blacks - particularly rural Bluesmen - came to be viewed as folk "heroes" and white folk scholars began in earnest to collect songs from African American communities as well as Anglo. For example, John Lomax was interested in the hypothetical conjunction between African American music and the origins of our national folk tradition, which he imagined was preserved among black convicts who had been isolated for many years from mainstream culture inside Southern prisons.

Unequal power relationships, shaped by differences in race and class and often gender, have characterized the development of "folk" music from its roots in local communities to its spread to wide and diverse audiences. Middle-class and elite, most often white, urban musicians, scholars and fans have been drawn to music made by relatively disenfranchised African Americans, whites and Latinos. This relationship has brought rural and "ethnic" music and the musicians themselves to the city, where they reached wide audiences, but were not always fairly compensated or credited by the promoters who helped popularize their music.

### **How is roots music related to historical events?**

During the 20th century, the United States experienced monumental changes wrought by developments such as Industrialization, integration and globalization. As the American Roots Music series illustrates, roots music was linked to and reflected many dynamic movements for change, including the war on poverty, the New Deal, the labor movement, the Civil Rights movement and the peace, environmental, Native American, Chicano and women's movements.

Major historical events had significant impact on both the nature and the popularity of roots music in America. For example, the social and economic changes brought about by WWII had an enormous effect on Blues and white Country music. Before the war, both had been largely regional, developing different styles in different areas, and reaching mainly local audiences. Huge shifts of population combined with economic changes driven by technology and mass media made this music popular with broader audiences. The move from a rural to an urban environment exposed music to new and diverse influences. Musical styles, instrumentation and lyrics were modified accordingly. Similar dynamics followed historical transformations such as the Great Depression, the Dustbowl, westward expansion, the student movements of the 1960s and the globalization of America at the end of the century.

The 20th century witnessed an unparalleled development of technology that would have profound implications for every American. As people began to travel by railroads and automobiles and the economy became increasingly industrialized, regional boundaries were crossed and cultural interplay among America's diverse people enriched the nation's musical traditions. Musical cross-fertilization was also hastened by the

development of communication technology such as the wax cylinder recorder, the phonograph, juke boxes, the motion picture camera and the radio, which spread regionally based music to broad audiences across the country.

Freedom has been a key theme in American roots music, both in terms of the ideas expressed by the music and the uses to which music is often put within social change movements. The history of American roots music is intricately woven with individual and collective struggles for social change and freedom from oppression, a dynamic powerfully illustrated by the history of the song "We Shall Overcome," which became an anthem in the Civil Rights movement. The theme of freedom is also embodied by many of America's musical heroes. One such romantic character is Woody Guthrie, celebrated as a wandering hero who eschewed the constraints of an increasingly industrializing society. Bluesmen and women, such as Muddy Waters and Bessie Smith, who transformed their harsh experiences into powerful musical expression, also embody the spirit of freedom and the refusal of constraint.

The continuing popularity of roots music throughout the course of the 20th and into the 21st centuries is testimony to its appeal and vitality as a set of musical genres that speak to - and of - the human condition, through very different historical periods. In this current era of globalization, roots music evolves by synthesizing elements from disparate sources. While the "roots" have been lifted from their geographic and cultural bases, roots music continues to give voice to an ever-increasing spectrum of Americans, who use music as a means of reflecting on and, in many cases still, promoting social change.

[http://www.pbs.org/americanrootsmusic/pbs\\_arm\\_itc\\_historical\\_background.html](http://www.pbs.org/americanrootsmusic/pbs_arm_itc_historical_background.html)

<http://www.folkways.si.edu/anthology-of-american-folk-music/african-american-music-blues-old-time/music/album/smithsonian>

In today's reading the camp is busy and the harmonica man is playing. Jimmie gets up and starts to sing. The man is impressed by Jimmie's talent and tries to get him to sing.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

---

|                 |               |                   |                |                 |
|-----------------|---------------|-------------------|----------------|-----------------|
| twitching (205) | curious (207) | spectacular (208) | calamity (209) | spiritual (211) |
|-----------------|---------------|-------------------|----------------|-----------------|

## READ

**Review** Review the timeline from the beginning everyday.

---

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

**Read 205-218**

| Setting  | Characters                      | Pages   |
|----------|---------------------------------|---------|
| Tent     | Jimmie and Deza                 | 205-208 |
| Campfire | Jimmie, Deza, and other campers | 208-214 |
| Campfire | Deza and mother                 | 214-218 |

**RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- The kids are in camp and they are talking.
- Deza asks Jimmie to sing for her.
- The other people in camp are amazed at Jimmie's singing. He sings with the harmonica man.
- He is bringing peace to the camp and wants to talk to Mr. Saw Bone. Mama lets him.
- Mama reflects on the happiness that she shared with Rosco Malone.
- She tells Deza how special she and father know she is.
- Jimmie was confident and mother was happy. It was the best night ever.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

**Map**

Add to your map depict the locations in the camp and also in Flint.

**Open Mind Portrait**

Add to your OMP for Deza. What is she thinking and feeling as she sees and hears her brother sing? As she talks to mama? As she realizes that this was a great night? Add 3-5 thoughts to your OMP.

**Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

**EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

---

**Key Questions**

1. How do Jimmie and Deza take care of one another?
2. Deza describes her father and her mother's version of telling a story. Which do you think is more effective?
3. What effect does Jimmie's singing have on the camp? What effect does that have on Jimmie, Deza, and Mother?

4. Deza asks mother to tell her about father and their early life together? What effect does that have on mother?
5. What traits does Deza have that make her special? Explain.
6. Why does Jimmie and Deza consider this the, best night ever?
7. Can you predict what will happen to Jimmie?

**Analyze** Analyze the key paragraph.

---

**Key Paragraph p. 215**

“No, Deza. It’s fine that he stays. He works like a grown man so it’s only right that he starts living like one too. Much as I may want to, I can’t hold him forever” (p. 215).

**EXTEND**

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

Part of growing up is being let go. Part of being a leader is walking a path on your own. Why is this concept frightening and scary to people? How can you grow and still be supported?

**Write an informative/explanatory text in which you detail how someone can be a leader/grow up but also maintain positive support from others. Introduce your topic. Give details to support your writing. Use transitions to create cohesion. Conclude with a sentence that supports your topic.**

**Close** Close by extending today’s lesson to life and the world.

---

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 17*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### How were the hobos treated?

Riding the rails was dangerous. The bulls were hired to keep hoboes off trains, so you couldn't just go to a railroad yard and climb on. Most hoboes would hide along the tracks outside the yard. They'd run along the train as it gained speed, grab hold and jump into open boxcars. Sometimes, they missed. Many lost their legs or their lives. As the train was reaching its destination, the hoboes had to jump off before a new set of bulls to arrest them or beat them up. But no amount of clubbing or shooting could keep all of the hoboes off the trains. In many cases, the hoboes had no other choice but to hop a freight and look for work.

For additional support material on today's reading go to:

<http://www.collectorsweekly.com/articles/dont-call-them-bums-the-unsung-history-of-americas-hard-working-hoboes/>

In today's reading mother and Deza wake up Jimmie is gone and the camp is packing up and leaving. Deza runs to look for Jimmie and the train is being blocked by police. When she returns to camp her mother is packing their things. They leave and try to find a place to sleep in Flint.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                 |                  |                |               |                |
|-----------------|------------------|----------------|---------------|----------------|
| explosion (221) | smokestack (221) | carefree (223) | suspect (227) | terrible (229) |
|-----------------|------------------|----------------|---------------|----------------|

## READ

**Review** Review the timeline from the beginning everyday.

---

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

---

### Read 219-230

| Setting | Characters                    | Pages   |
|---------|-------------------------------|---------|
| Tent    | Deza and mother               | 219-220 |
| Train   | Deza and people from the camp | 221-223 |
| Tent    | Deza and mother               | 224-226 |
| Flint   | Deza, mother, Mrs. Brand      | 226-230 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- The camp is breaking up.
- Jimmie leaves to New York or Chicago.
- The police were raiding the camp and guarding the train so people couldn't leave or go to town.
- Mother and Deza get their belongings and leave camp.
- Mother returns to get something.
- Mother and Deza walk to Flint and are able to stay with one of mother's friends.
- Mother is able to rent a room for her and Deza.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Map

Add to your map based on today's reading.

### Open Mind Portrait

Add to your OMP of Deza. What is she thinking and feeling when she realizes that Jimmie has left? That the town is being broken up? That they have a room to rent? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

## **Discussion** Ask discussion questions of all 9 types.

---

### **Key Questions**

1. Why was the train leaving early? What affect did that have one men in the town?
2. What happened to Jimmie? Where do you think he will go? Why?
3. Why is the camp being broken up? What purpose does that serve? Can you think of a long-term solution?
4. How does the author describe the camp? What does that tell you about the tone and mood? Compare it to yesterday's reading.
5. How does Deza describe the look on the "fresh faces"? What does that tell you about them?
6. Where are Deza and mother going? What happens to them? Is that a positive?

## **Analyze** Analyze the key paragraph.

---

### **Key Paragraph p. 227**

"It wasn't like they were worried or feeling sorry for themselves, they had a look of surprise, like they couldn't believe what had happened. You can't know that feeling unless you've had it. One day you're living in your own home, and then it seems like with no warning, the next day you're carrying everything you own in a blaket or a sack or a ratty suitcase while being shooed from one place to another like a fly" (p. 227).

## **EXTEND**

### **Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading Deza and her mother are thrust into another change and location. Things are looking up when Deza's mother is able to find them a room to rent. What advice would you give to Deza.

**Write an informative/explanatory text in which you give her advice on what to do as they move into their room. Give her strategies to survive. Introduce your topic previewing what is to follow. Give details and examples to show your readers what is coming next. Conclude with a statement that supports your topic.**

### **Close** Close by extending today's lesson to life and the world.

---

3g6 Plot Profile Chart

|           |             |   |   |   |   |   |   |   |   |   |    |
|-----------|-------------|---|---|---|---|---|---|---|---|---|----|
| 10        |             |   |   |   |   |   |   |   |   |   |    |
| 9         |             |   |   |   |   |   |   |   |   |   |    |
| 8         |             |   |   |   |   |   |   |   |   |   |    |
| 7         |             |   |   |   |   |   |   |   |   |   |    |
| 6         |             |   |   |   |   |   |   |   |   |   |    |
| 5         |             |   |   |   |   |   |   |   |   |   |    |
| 4         |             |   |   |   |   |   |   |   |   |   |    |
| 3         |             |   |   |   |   |   |   |   |   |   |    |
| 2         |             |   |   |   |   |   |   |   |   |   |    |
| 1         |             |   |   |   |   |   |   |   |   |   |    |
| Intensity | Description |   |   |   |   |   |   |   |   |   |    |
|           |             |   |   |   |   |   |   |   |   |   |    |
| Event     |             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 18*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is hope?

Hope is to cherish a desire with anticipation: to want something to happen or be true.

What are ways you can combat losing hope?

#### 1. **Realize you are not alone.**

When you're in the mindset of hopelessness, it is so easy to feel alone. Suddenly your world becomes smaller and smaller and you think it's just you going through whatever it is you're experiencing. Remember that you are not alone. You are part of something so much bigger than you. Connect with that.

#### 2. **Speak to someone about your feelings.**

With no hope, you're in pain and you're suffering. This is a cycle of self-pity and shame. By opening up about what you're experiencing, you are giving these emotions less power. You are giving yourself the power and love you deserve. You are speaking your truth, and with that, there is hope.

#### 3. **Think only in terms of today.**

Many of us can live in the future. It takes us out of the moment. Out of the gratitude that is in store for us now. It leads us to living in the future and

searching for some form of relief. By thinking only in terms of today, things are much more bearable and simple. With this comes an easier and softer way of living, leading to a deeper sense of hope and faith.

#### **4. Speak to yourself like you would speak to a friend.**

Our minds can speak negatively to us. They can tell us we're not good enough, worthy enough, smart enough, and the list goes on. By believing these thoughts, feelings of hopelessness become present. Would you speak to your best friend like this? Practice some compassion for yourself and remember, you are not your mind or your thoughts. The more you attach your identity to your mind, the more you lose your innate power within.

#### **5. Connect to the bigger picture and larger purpose for you.**

You are part of something much bigger and greater than you are even aware of. When your world is becoming smaller and smaller and you're feeling terminally unique, take a step back and remember that you have the ability to connect to someone or something whenever you choose. The more you resist this, the more the feelings of hopelessness and despair are present. This doesn't need to be the case anymore.

In today's reading Deza and mother move into their room and start to get settled. Deza realizes that her mother has stopped checking the mail box and is losing hope about finding father or hearing from Jimmie.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                |                   |                 |               |               |
|----------------|-------------------|-----------------|---------------|---------------|
| bragging (232) | luminescent (233) | imagining (234) | capable (235) | tragedy (238) |
|----------------|-------------------|-----------------|---------------|---------------|

### **READ**

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

#### **Read 231-239**

| <b>Setting</b> | <b>Characters</b>       | <b>Pages</b> |
|----------------|-------------------------|--------------|
| Room           | Deza and mother         | 231          |
| Post Office    | Deza and postmistress   | 232          |
| School         | Deza                    | 233-234      |
| Room           | Deza, mother, neighbors | 234-237      |
| Room           | Deza and mother         | 237-239      |

### **RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

- Students might mention:
- Deza and mother get settled and have a routine.

- Deza goes to the post office and learns her mother is no longer checking the mail. She has lost hope.
- Deza is frustrated by school. She is not challenged.
- It is Deza's birthday and she is given books and ice cream.
- Mother makes her a dress from the material that was on their door in the shanty town.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### **Open Mind Portrait**

Add to your OMP for Deza. What is she thinking and feeling when she learns her mother is not checking the PO? As she loses faith in school and reading? When she has her birthday? Add 3-5 new thoughts to your OMP.

### **Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## **EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

---

### **Key Questions**

1. How has having a room helped stabilized Deza and her mother? What has changed for them?
2. Was Deza surprised when she learned her mother wasn't going to the post office anymore?
3. How does having or keeping faith/hope help people?
4. What did Deza realize about the books she was reading?
5. What changed for Deza and school? What are her choices?
6. How does the author depict the tone in today's reading? Cite examples.
7. Who becomes Deza's hero? Why?

**Analyze** Analyze the key paragraph.

---

### **Key Paragraph, p. 232**

"If mother had stopped checking the mail it meant that she had stopped hoping. But, who could blame her? I was pretty close to being there myself" (p. 232).

## **EXTEND**

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

Deza and her mother had survived many challenges and trials and were in a positive and stable place. What are suggestions you can give them to help bring back hope?

**Write an informative text in which you share with Deza ways to bring back hope and focus on the positives in her life. Introduce your topic and preview what is to follow. Develop your topic with relevant details. Use appropriate transitions to create cohesion. Conclude with a statement which supports your claim.**

**Close** Close by extending today's lesson to life and the world.

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# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 19*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What are the qualities of a great book? (for discussion)

What things make you want to reread a story? The plot? Themes? Characters?

In today's reading Deza is so involved with her book she doesn't realize that class has ended. She decides to read as she walks and doesn't pay any attention to the post mistress or to Saw Bone as he tries to flag her down.

**Word Wall** Here are five vocabulary words to teach and add to the Word Wall.

|                |                  |                |              |             |
|----------------|------------------|----------------|--------------|-------------|
| absolute (241) | profession (243) | confused (244) | bawled (244) | rumor (247) |
|----------------|------------------|----------------|--------------|-------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict* Cycle of 2-3 pages.

#### Read 239-247

| Setting      | Characters          | Pages   |
|--------------|---------------------|---------|
| School       | Deza and class      | 239-240 |
| Post Office  | Deza and Mrs. James | 240-243 |
| Walking home | Deza                | 243-245 |

|              |                   |         |
|--------------|-------------------|---------|
| Walking home | Deza and Saw Bone | 245-247 |
|--------------|-------------------|---------|

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Deza is reading and lost in her books and thoughts.
- Deza goes to the post office and learns that they have a letter from father. He sent money.
- Mother was not as ecstatic as Deza thought she would be about the letter.
- Saw Bone stops her on the street bringing her news of Jimmie.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Map

Add locations from today's reading

### Open Mind Portrait

Add to your OMP for Deza. What is she thinking and feeling when she is lost in her book? Once she gets to the post office? When she hears news of Jimmie? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. How did Deza feel when Mr. Smith referred to her as a credit to her race? Why is that comment considered negative?
2. Who was the letter from? Why did Deza know it wasn't from her father?
3. Deza's reaction when she got home was to cry, why didn't the letter bring her happiness?
4. Mother's reaction was lukewarm. Although she thought it was wonderful the letter did not bring her true joy? What is missing?
5. Saw-Bone catches up to Deza and gives her information about Jimmie, why doesn't she want to share this information with her mother?
6. How has the tone and mood changed in this chapter? Cite examples?
7. What does the phrase, 'when there is a will, there is a way' refer to?

**Analyze** Analyze the key paragraph.

---

### Key Paragraph, p. 244

Character Education at the Markkula Center for Applied Ethics

[www.scu.edu/character](http://www.scu.edu/character)

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“She didn’t act near as excited as I thought she would. She kept looking from the letter to the two five-dollar bills. She flashed her 1-1-1 lines before she said, ‘Oh, Deza, isn’t this wonderful?’ Her heart wasn’t in those words. Maybe it was just relief, maybe you can hold on to something bad for so long that when you put it down you don’t trust the feeling” (p. 244).

## EXTEND

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

In today’s reading, positive things start happening for Deza and her mother but neither of them trust what is really happening. Part of being a leader is having a cautious optimism versus blind trust.

**Write an explanatory/informative paragraph in which you define the two terms and highlight the differences. Based on what you learn which one is better for a leader to have? Introduce your topic previewing what is to follow. Develop the topic with relevant facts, definitions, and concrete details. Use appropriate transitions. Use precise language.**

**Close** Close by extending today’s lesson to life and the world.

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Day 20*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a speakeasy?

Many things happened in the 1920's. Amelia Earhart became the first woman to fly, the invention of bubble gum occurred, and many other exciting events and happenings made headlines. However, after a certain law was set into place, a rebellion began, one that was dark and devious. What was used to bring crime rates DOWN resulted, ironically, in the sky rocketing of gang activity and other criminal offences. This was the prohibition of alcohol in the United States and Canada, commonly referred to as Prohibition. People were not willing to accept these terms, and so the birth of the "speakeasy" came forth.

Speakeasies were hidden sections of an establishment that were used to illegally sell alcoholic beverages during Prohibition. Some speakeasies were similar to today's clubs, as there was singing and jazz performances. To enter a speakeasy, one would need to say a password to the doorman so that the doorman would know whether or not they were really secret agents. It has been said that for every legal saloon before Prohibition, at LEAST half a dozen speakeasies were put up AFTER Prohibition. This was most likely because being the manager of a speakeasy was easy money. The word "speakeasy" came from a bartender's term: people were supposed to "speak easy" when at a bar, meaning not to



draw any suspicion towards buying alcoholic beverages by looking nervous or talking quickly. Slang words used for alcohol included, among others:

- coffin varnish
- white mule
- horse liniment
- monkey rum
- panther sweat
- rot gut
- tarantula juice

These code words were used so that people could fool law officials and the government from finding out about the speakeasies.

The people involved with speakeasies mainly revolved around gangs, who supplied the liquor, in particular Al Capone and his gang. People went to these speakeasies, or “blind pigs”, as a means to get alcohol after Prohibition came into effect. Speakeasies often featured jazz bands playing within their walls, and the flappers would dance the night away to the tunes of the twenties. The bartenders were often in cahoots with gangs, as well as the owners of the establishment, in concealing these hidden saloons. The owners often acted as doormen to the speakeasies, accepting the passwords to enter within the walls of the hidden bar, and got paid a fine profit for their efforts.

Speakeasies were found everywhere in the United States of America and Canada. Whether they were established underground, or hidden within stores and other businesses, in every urban establishment you entered, you were most likely not far off from an illegal party. These “secret gin joints” were most common in New York, especially in between 45th and 52nd street on 5th and 6th avenues, where almost every single building contained illegal liquor. Manhattans “21” club was probably the most secure club, with four safety switches that could be used during a raid to short circuit and cut the access to all of the doors that contained alcohol.

These establishments came into distinction in the United States during the period known as Prohibition, which was from 1920 to 1933. This lasted even longer in some states. Speakeasies became much more numerous as the Prohibition years progressed. The Volstead Act, which was passed on October 3, 1919, was the act stating that beverages over a 0.5 alcohol volume were illegal. After that day, more and more speakeasies started popping up all over the United States.

Speakeasies were established because of the Volstead Act. The Volstead Act was the act in which the prohibition of alcohol was enforced. Not long after the Act was put in place, people started hustling alcohol into illegal and concealed saloons. The provider of the alcohol would become very wealthy, as many people felt the need to indulge in alcoholic beverages. Therefore many gangsters and criminals or even just regular people found hustling illegal beverages a very profitable act.

To transport liquor to the speakeasies, they used hip flasks, false books, coconut shells, hot water bottles, and garden hoses. People stored the illegal liquor in carriages with babies perched on top and in carpenter's aprons. There were even men caught hustling liquor over the border in boxes of eggs. They had drained the eggs of the original contents and refilled them with liquor.

In between all of the wild parties going on behind closed doors, the illegal transportation of liquor, and the skyrocketing of gang activities, Prohibition and the Speakeasies that resulted were definitely some of the most secretive and rebellious things to happen in the 1920s.

<http://www.legendsofamerica.com/ah-prohibitionspeakeasy.html>

In today's reading Deza decides she is going to go and find Jimmie who is singing at the speakeasy.

**Wordwall** Five vocabulary words to teach and add to the Word Wall.

|                |                  |                  |                |               |
|----------------|------------------|------------------|----------------|---------------|
| swooning (254) | scandalous (254) | impossible (256) | drifting (262) | swollen (264) |
|----------------|------------------|------------------|----------------|---------------|

## READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read 253-265

| Setting          | Characters            | Pages   |
|------------------|-----------------------|---------|
| The Turning Leaf | Band, Deza, customers | 253-258 |
| Jimmies Room     | Jimmie and Deza       | 259-265 |

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

Students might mention:

- Deza is in the speakeasy and she realizes that everything she had heard was rumor and it was very uneventful.
- The band came on and she was amazed that her brother was the featured artist.
- Jimmie took Deza back to his room and they talked about father and mother.
- Jimmie tells Deza that father had killed Mr. Roscoe when they were on the lake out of self-defense and he left the family to go an die.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### **Map**

Add to your map. Add Detroit to the locations on your map.

### **Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## **EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

---

### **Key Questions**

1. What does the magic lamp of the Forty Thieves refer too? How does this phrase help describe to the setting?
2. How does Deza calm herself? How does her technique help? Explain.
3. How does Deza react to the man who was coming to get her and make her move? Where does her power come from? Is this change significant in her?
4. Why didn't Jimmie want to reach out to their mother? Do you agree or disagree with him?
5. Pa describes the boat drifting (with no anchor) and no one knew for how long, what symbolism is the author using? Page 262
6. Jimmie says that pa left them to finish dying. What did he mean by that?

**Analyze** Analyze the key paragraph.

---

### **Key Paragraph, p. 264-265**

"Does ma know you're here?"

'I left her a note.'

'Then to hurt him' I said, 'Just like you did.'

'Saw-Bone said you might be here and I had to come tell you we heard from Father! We can go back home and be a family again'" (p. 264-265).

## **EXTEND**

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

---

In today's reading Deza finds her brother and they are able to catch up and share. Jimmie tells her what he knows about father's accident and she tells him that they have found him. She doesn't necessarily agree with him but wants him to come home. When she talks to him she speaks to him using spite. In most of the reading she has shown much leadership and potential.

**Write a paragraph in which you explain to Deza why she should not be spiteful toward her brother. Give her examples of other things she could say or do to prove her point while remaining diplomatic and a leader. Introduce your**

**topic clearly previewing what is to follow. Develop your topic with relevant facts and details. Use appropriate transitions to create cohesion and to clarify relationships among concepts. Use clear and precise language.**

**Close** Close by extending today's lesson to life and the world.

---

# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 21*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What does it mean to be famous?

Being famous means you are well or widely known.

In today's reading many people stop Jimmie on the street. Deza makes a comment that he is famous. He won't consider himself famous until people outside of Detroit have heard of him. For class discussion, what do you consider famous?

**Wordwall** Five vocabulary words to teach and add to the Word Wall.

|                |               |                |                |               |
|----------------|---------------|----------------|----------------|---------------|
| gorgeous (266) | manager (267) | contract (267) | cavities (270) | joshing (271) |
|----------------|---------------|----------------|----------------|---------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

### Read 266-278

| Setting            | Characters                          | Pages   |
|--------------------|-------------------------------------|---------|
| Walking in Detroit | Deza, Jimmie, and people passing by | 266-269 |
| Office building    | Deza and Jimmie                     | 269-271 |
| Dentist            | Deza, Jimmie, and Dr. Mitwally      | 272-275 |

|      |                 |         |
|------|-----------------|---------|
| Home | Deza and mother | 275-278 |
|------|-----------------|---------|

## RESPOND

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

---

Students might mention:

- Deza and Jimmie take a walk-through Detroit. They are passed by many people who know Jimmie.
- Deza considers him the most famous person she knows.
- He takes her into an office building she is shocked by the revolving door and the elevator.
- He introduces her to the dentist and she thinks he is one of the kindest people she has ever met.
- Deza returns home and they get a package in the mail it is for a house in Gary, IN.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

---

### Map

Add the locations to your map from today's reading.

### Open Mind Portrait

Add to your OMP for Deza what is she thinking and feeling when she is walking through town with Jimmie? When she meets the dentist? When she has her teeth fixed? When she returns home? Add 3-5 new thoughts to your OMP.

### Class Character Profile Chart

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

## EXPLORE

**Discussion** Ask discussion questions of all 9 types.

---

### Key Questions

1. How do people in Detroit react to Jimmie's sister is that counterintuitive to how she thought she would be treated?
2. Describe the lobby of the office. What is Deza's reaction? How does the author convey her emotions?
3. Why did Deza choose to trust the dentist?
4. How does she describe him? How does his kindness affect her?
5. What changes occurred in Deza once her teeth were fixed?
6. How has the mood or tone changed for Deza?

**Analyze** Analyze the key paragraph.

---

**Key Paragraph p. 276-277**

“I said,  
‘Mrs. Jones, you like teasing so much you could be one of the Malones.’ She said,  
‘Why, thank you, Miss Malone, it would be an honor to be in your family.’ I hadn’t meant  
it as a compliment” (p. 266-267).

**EXTEND**

**Write** Every student writes a short product from today’s prompt to connect to the unit theme.

---

Deza hadn’t meant to compliment Mrs. Jones but it was taken as one. What do you think that Deza meant when she said that to Mrs. Jones?

**Write a paragraph in which you explain/inform your reader how perspective can affect a conversation or a relationship. What do you think Deza meant when she said this? Introduce your topic to convey ideas and information. Develop the topic with relevant facts and details. Use appropriate transitions to clarify relationships. Use precise language and vocabulary to inform or explain about the topic.**

**Close** Close by extending today’s lesson to life and the world.

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# Character Based Literacy Program 60-Minute Lesson Plan

## *The Mighty Miss Malone, Day 22*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

### What is a poorhouse?

A poorhouse is a government run facility that supported the needs of the poor, homeless, and jobless. Started out in big cities such as New York and Philadelphia, but eventually came into smaller communities such as Haverhill, MA and Lewiston, ME. They were a form of Welfare. Residents who could work worked on the farm to make ends meet or worked as housekeepers as well farms produced many goods and products. Not the best living conditions; lots of sickness and mental health issues.

In today's reading mother confesses to Deza that she knows that the letters and money were not from father and that she has been trying to find him herself. She thinks he is at a poorhouse and they go to find him.

**Wordwall** Five vocabulary words to teach and add to the Word Wall.

|                  |               |                 |                 |                   |
|------------------|---------------|-----------------|-----------------|-------------------|
| dillydally (283) | nervous (284) | poorhouse (284) | desperate (285) | concentrate (289) |
|------------------|---------------|-----------------|-----------------|-------------------|

### READ

**Review** Review the timeline from the beginning everyday.

**Read** Read the selection, usually in a Shared Reading *Read React Predict Cycle* of 2-3 pages.

**Read 281-297**

| <b>Setting</b> | <b>Characters</b>            | <b>Pages</b> |
|----------------|------------------------------|--------------|
| The new home   | Deza and mother              | 281-282      |
| Library        | Deza                         | 283          |
| Taxicab        | Deza and mother              | 284-285      |
| Poorhouse      | Deza, mother, doctor         | 286-288      |
| Poorhouse      | Deza, mother, father, doctor | 288-292      |
| Taxi           | Deza, mother, father         | 292-297      |
|                |                              |              |

**RESPOND**

**Timeline** Agree on the facts in today's reading, and list the 3-5 most important on the Timeline.

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Students might mention:

- Mother and Deza return to Gary, IN. They move into a wonderful house.
- Deza goes to look for Clarice and returns to the library. Clarice has moved.
- Mother goes to look for work.
- Mother and Deza go to look for father. Who might be living in a poorhouse.
- They find him and learn that he never made it to Flint.
- They return home.

**Map** Add to ongoing, class activities like a KWL chart or Map: where did the characters go?

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**Map**

Add locations to your map from today's reading, Gary, IN and Michigan.

**Open Mind Portrait**

Complete your OMP for Deza. What is she thinking and feeling today as she returns to Gary? She learns about the letters her mother has been sending? She finds her father? She realizes her brother is awesome? Add 3-5 thoughts to complete your OMP.

**Class Character Profile Chart**

Add to your class character profile chart on Deza. As you note her character traits cite examples from the text. Pay close attention to her traits as a leader. You will use this to assist in writing the final essay.

**EXPLORE**

**Discussion** Ask discussion questions of all 9 types.

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**Key Questions**

1. How do Deza and her mother react to their new home?
2. Why doesn't Deza want to know about Dr. Bracy and Mrs. Henderson?
3. How does the librarian react to Deza returning?
4. What clues does mother use to figure out who the letters are from? Why doesn't she share this with Deza before?

5. What condition was father in in the poorhouse? Can a broken spirit be healed?
6. Why doesn't mother want Deza to talk about Jimmie?
7. In what ways does the tone and mood change in today's reading?

**Analyze** Analyze the key paragraph.

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Key Paragraph, p. 297

"He had heard that hope has wings  
But never believed such lofty things.  
It took time to set him straight,  
To learn hope was an open gate.  
Try as he might, he didn't see  
That hope lived in his family.  
He had learned that hope has wings.  
And now he'll live by these joyous things" (p. 297).

### EXTEND

**Write** Every student writes a short product from today's prompt to connect to the unit theme.

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In today's reading Deza and her mother find Roscoe Malone. In his own way he is a leader and he has returned, although broken.

**Write an explanatory/informative text in which you describe the poem he recites and share what you think his meaning is. Give information from the text and examples to support your thoughts. Introduce your topic. Give support and details. Use transitions to convey cohesion. Conclude with a statement that supports your introduction.**

**Close** Close by extending today's lesson to life and the world.

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## Character Based Literacy Program 60-Minute Lesson Plan

### *The Mighty Miss Malone, Final Writing Product*



### Outcomes for Today

W2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.) Establish and maintain a formal style.

### PREPARE

**Background** Background knowledge about a place, time, event, person, or thing.



**Leadership Requires Engagement** Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort, Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.

Throughout the novel Deza is given challenges due to the historical circumstances of the time. In most instances Deza makes a choice to continue to do well and to strive for something better. Do you think that Deza is a good leader? Using the definition of leadership and the class character profile chart write a 5-paragraph informative/explanatory essay in which you define leadership and the skills/traits that Deza possesses. As you write cite examples from the text to support your conclusion. Utilize definitions, quotes, cause and effect, etc. to from outside sources to support your writing. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style.

